



1. Mission Statement

At Giles Junior School, all children will be given the opportunity to explore automaticity with a wide variety of media, artists and artwork. They will then apply this learning to a range of art tasks. Children will develop practical and theoretical skills each year, gradually building on dimensions within art to understand the whole story when making connections to an artist's work. This will result in children feeling confident and proud of the creative artwork they produce.

2. Intent

Art is carefully structured through lower KS2 and upper KS2 to enable children to progress as artists. The art long-term plan highlights when units are taught throughout the school year across year groups. The purpose is to grow confidence, skill and knowledge in a clear and concise order by preventing gaps and ensuring connections from one unit to another are fluid. Cross-curricular projects are produced throughout the school year with opportunities to collaborate with the Infant school, these are highly valued and enjoyed by our pupils and parents.

3. Implementation

At Giles Junior School, the art curriculum has been designed so that children experiment with ideas, methods and various media, gradually developing skills each year. These skills are built over a child's time at Giles so that their fluency is enhanced demonstrating automaticity and proficiency. As well as this, each year group has an allocated artist which focuses on a key media and allows for an in depth artistic study resulting in the children designing and creating their own unique artwork in the artist's style.

Three key areas of art have been identified as being drawing, painting and sculpting. This is because each of these areas contain the opportunities for experimenting with multi-media, designing and creating varied artwork for alternate purposes, as well as studying famous artists and showing the breadth of art and its narrative of history. Within these three areas, the skills and knowledge across each year group have been separated into the following strands: colour, shape and pattern, tone, texture, form, drawing, designing and responding to artefacts. This allows for each year group to cover all areas of the primary art curriculum independently or through cross-curricular links, delivering each section in small, manageable chunks which can be built upon gradually each year.

Due to the cultural capital of the children at Giles Junior School, it has been identified that only few children have been to an art gallery. Therefore, an art day will be held in the summer term for all children to showcase their work in an art gallery approach, encouraging authenticity allowing pupils to visually perform their thinking of a topic or theme. Parents will be invited into school to visit the art gallery. This will provide the children a rich insight into art display and presentation, providing them with the fundamentals of the art society and the purpose and appreciation of great artwork.

4. Impact

At the end of each year, the children should have experienced enquiry, imagination and creativity through drawing, painting and sculpting units. All art units incorporate the skills and knowledge from each of the key strands mentioned above as well as exploring many artists and focusing on one in detail. The fluency of skills and knowledge are then re-encountered throughout the school years through drawing, painting and sculpting units as the strand expectation advances. By the end of Year 6, the children would have experimented with a variety of different media each year, learning ways to manipulate it to create varied techniques and effects building in complexity and opportunities. They should have a sound knowledge of a range of artists and different artistic styles, understanding how to replicate these, as well as being able to gradually layer their knowledge and skills each year. This will result in each child nurturing their inner artist, feeling confident with art and their own artistic style as they have been exposed to a rich art curriculum throughout their time at Giles Junior School.

5. Inclusion

In art lessons, differentiated activities or resources will be given to support lower attaining and extend more able pupils. Children with learning difficulties will be identified and have provision made for their particular



SUBJECT: Art

CURRICULUM POLICY

SUBJECT LEAD: Maria Masvimbo

DATE: Autumn 2022

REVIEW DATE: Summer Term 2024

needs. Provision for pupils with special needs and any other access issues related to this subject are detailed in the SEND policy. At Giles Junior School we have high expectations of all SEND learners. **See Art Inclusion document for further info.**

6. Health and safety

Certain health and safety concerns are inherent with art, including the storage of materials and tools and the use of equipment within lessons. Children are instructed in the correct use of equipment and tools and the specific dangers of using heated or sharp resources. Children are supervised at all times during activities.

7. Home Learning opportunities

Art home learning is not an expectation, however teachers may set Art and Design homework if appropriate to do so within a class project or if there are cross-curricular links which can be made to core homework.

8. Assessment

In order to ensure progress is being made in art, *a termly tracking sheet is available for teachers* to support them tracking pupils progress and attainment in art. The grids should be completed by the class teacher for each of the art objectives covered by the end of each term. At the start of each term, a new copy will be created which allows for progressions on objectives to be seen term on term. In order to do this as effectively as possible, teachers should complete the grids after each key LI in order to ensure that any gaps in skills or knowledge children may have are being identified promptly, and following lessons are then planned accordingly to support this. Some objectives may not be covered in one lesson and may need a few lessons to build towards meeting several at once. Once an objective has been met, this should not be dismissed and instead should be revisited by the teacher to ensure misconceptions are corrected, the children are retaining their skills and knowledge, as well as being given the opportunity to progress them further. This data can then be accessed and used to adjust planning or be used the following year by the next teacher, and help them see how the children in their class have progressed with the art objectives so that they can meet the needs of their new students more readily.

9. Monitoring

If the tracking sheet has been used, the subject Leader can assess which objectives have been covered in each year group and how well the children have achieved in each. If the tracking sheet has not been used, the subject leader will check in with teachers to check what has been taught and offer any assistance needed. The subject leader will ensure coverage across all year groups and identify where there may be training needs or further support with planning and assessing for staff. This data/information can also be used to support events such as More Able and PPG activities and workshops. Art book looks and informal learning drop ins should take place each term to ensure the intent, implementation and impact expectations are consistently in place across the school. Pupil and staff voice is conducted to ensure staff feel supported and confident in their job roles and children feel engaged, enthused and challenged within their art learning.